

Volume IV

*A Magazine for Coaches, Players, Officials and Fans*

Number 4

DECEMBER, 1941  
15c



**Six-Man Football**  
Donald Loucks

**Protection for the Passer**  
John Vaught

**Backfield Dodging**  
Dwight Keith

**Southern Schools**  
University of North Carolina

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Volume IV

DECEMBER, 1941

Number 4

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# Southern Schools

## The University of North Carolina

EVERY state in the union today has its own hierarchy of institutions of higher learning. In fact, college and university training at the public expense has come to be such a vast business and such a recognized governmental service that it has come to be taken for granted. It is difficult even to imagine a time when all higher education was in private institutions by private means, but such was the case 150 years ago. And the whole, vast, present system of state colleges and universities can be traced back to its simple beginnings at the University of North Carolina in the dark days of the American Revolution.

The University of North Carolina was chartered in 1789 and opened its doors in January, 1795, to become the oldest state university in point of operation. The physical plant consisted of a single building, the Old East, which by the way is still in use today, the oldest structure on any state campus in the country. And the faculty of two members waited around almost a month until the first student, Hinton James, walked in from Wilmington, 200 miles away.

Quite a humble beginning that, but from this modest start 146 years ago, has developed our vast system of higher public education today. (Although the University did not open until 1795, the people of North Carolina provided for a state system of higher learning in their first Constitution of 1776.)

Leading citizens of the state joined in sponsoring the University. History accords the principal role to William Richardson Davie, the moving spirit in the band of men responsible for its provision, chartering, location, and dedication.

Joseph Caldwell, a Princeton graduate, became the first President. Under him the institution embarked upon a career of high scholarship. Ex-Governor David L. Swain, who succeeded him, devoted himself to drawing the institution more closely to the State. Courses were inaugurated to train students for public leadership.

In 1859 the University had the second largest student body in America. It survived the Civil War, but was closed for five years during Reconstruction (1870-75).

Although an institution of the State, the University did not receive state appropriations for almost a hundred years. Its first resources came largely from Revolutionary land warrants and from gifts. Indeed, the second structure, South Building, which now houses the Administration offices, was built from the proceeds of a state-wide lottery. And the first direct appropriations from the Legislature did not come until 1881.

The road back after the war was long and arduous. President Kemp P. Battle began the task of rebuilding, and by the opening of the 20th century he and President Winston and President Alderman had succeeded in recapturing much of the institution's former prestige. President Venable placed new emphasis upon sound scholarship, and Edward K. Graham quickened the State's con-

sciousness of its University as a working laboratory of its people.

Great material expansion followed the first World War. Enrollment increased rapidly, and a building program added many needed classroom buildings and dormitories. Maintenance appropriations increased. Under President Chase in 1919-30 (now Chancellor of New York University) new interest in the social sciences and graduate work was developed. Professional schools made progress. Membership in the Association of American Universities came in 1925.

The years of depression cut into the institution's finances, and swept away the resources of hundreds of its students. But the momentum of its heritage and the faith of its faculty enabled the University, under President Frank P. Graham, to come through the depression to enjoy a deeper and wider appreciation of its values.

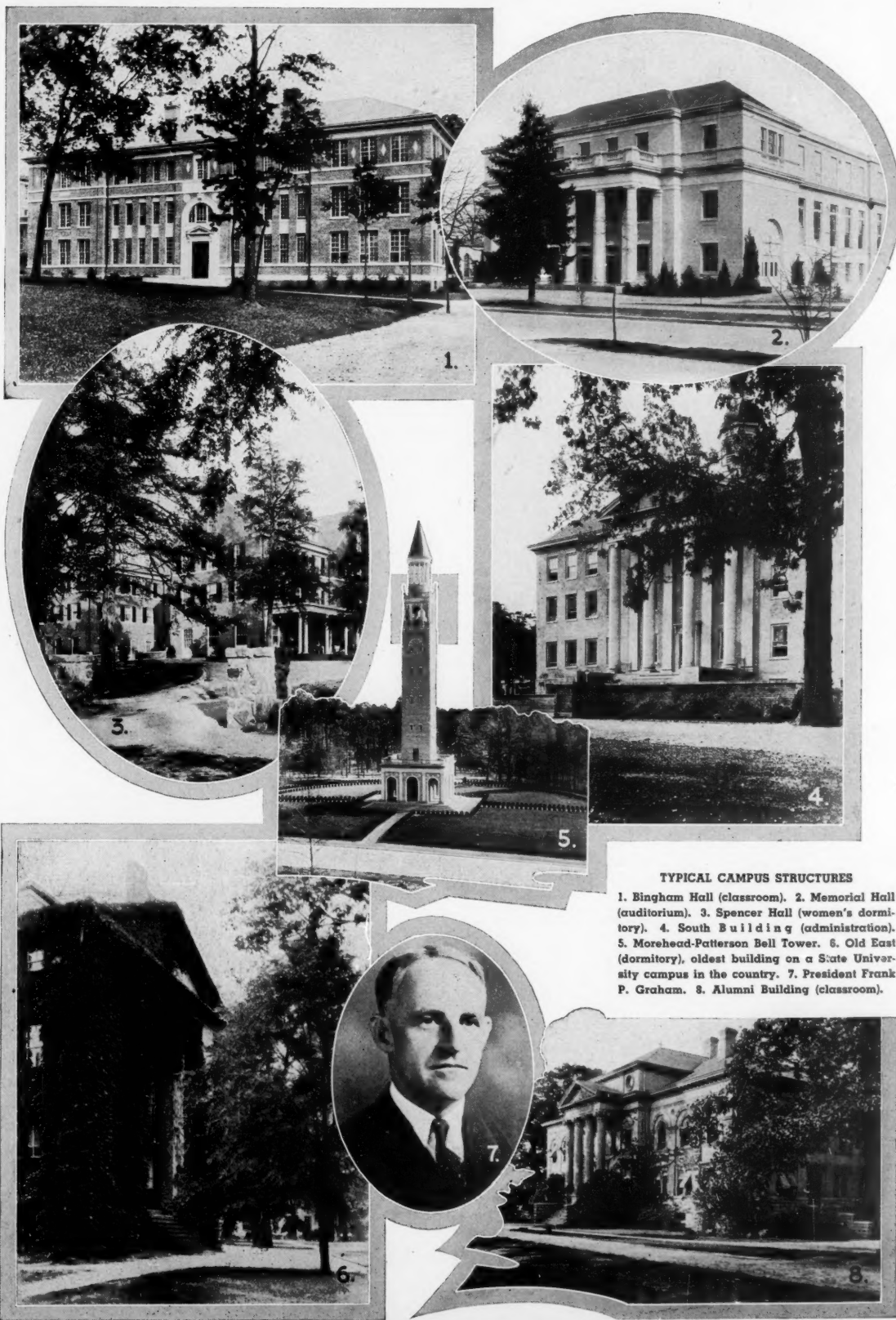
In the depth of the depression the State directed that State College at Raleigh, the Woman's College at Greensboro and the University at Chapel Hill be consolidated. The unification process became the responsibility of the Trustees, and President Graham was elected to head the consolidated University, and Dr. Robert Burton House was named Administrative Dean of the University at Chapel Hill.

It has been Dr. Graham's task—one of the most difficult jobs that ever faced any college president—to translate into actuality the terms of this consolidation. That he has been able to make so much progress with such a minimum of friction has been the marvel of educators everywhere.

Enrollment continued to increase to this fall's new record of 4,100. In addition to these students in residence, the University has approximately 1,000 correspondence students and 1,500 other students in off-campus or extension classes. And the University Extension Division, at a conservative estimate, serves some 200,000 citizens of the State annually with its various publications, lectures, institutes, conferences, contests, and radio programs.

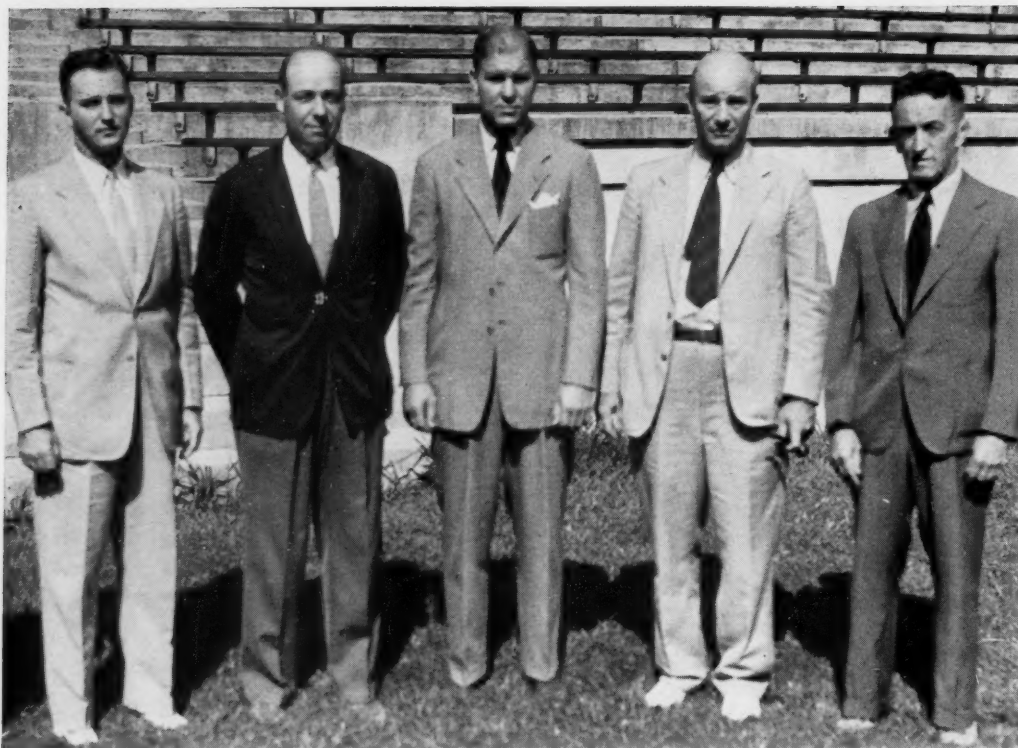
Post-depression growth has required a tremendous building program to keep pace with mounting enrollment. Additions since 1935, financed mainly by PWA grants and revenue bonds on a pay-as-you-go basis, include 12 new buildings, four reconstructions, and two additions, at a total cost of \$3,545,300. The plant today embraces 1,638 acres and 66 buildings with an estimated value of \$13,500,000, and the staff numbers 321 faculty members from the rank of instructor up and 777 other employees. The State appropriation for 1939-40 was \$644,000 for operation, plus \$61,500 for emergency construction, but this was not a third of the \$2,540,362 received from student fees, rooms, meals, and other sources. The University of today has thus grown into a three and a quarter million dollar business a year—a far cry from 1795—and has taken rank with the largest and most progressive institutions of the country. (*Cont'd. on page 6*)





TYPICAL CAMPUS STRUCTURES

1. Bingham Hall (classroom). 2. Memorial Hall (auditorium). 3. Spencer Hall (women's dormitory). 4. South Building (administration). 5. Morehead-Patterson Bell Tower. 6. Old East (dormitory), oldest building on a State University campus in the country. 7. President Frank P. Graham. 8. Alumni Building (classroom).



Head Coach Ray Wolf, whose five-year coaching record is rated eleventh best in the country, and his staff of aides (above) have made an equal name in teaching football and sportsmanship, in developing players and men. Left to right: Backfield Coach Chuck Erickson, Head Coach Wolf, Line Coach Johnny Vaught, End Coach Bill Lange, and Trainer Chuck Quinlan.

## SOUTHERN SCHOOLS

(Continued from page 4)

With a frequency that must be gratifying to the people of the State and to alumni and other well-wishers scattered all over the world, there now comes from day to day to the University manifold evidence that its work is attracting widespread and favorable attention.

Fifteen years ago it was admitted to the Association of American Universities, composed of a group of some 30 institutions usually regarded as the foremost in America. And since then it has been elected to the presidency of that Association.

The present-day University takes natural pride in its heritage, its priceless tradition of 147 years of fine service to the State and nation, but those now guiding its destiny would never be content to rest on the laurels of the past.

### Athletics

A traditional combination of skill, sportsmanship, and spirit has brought University of North Carolina students and teams many notable years in athletics, but the last calendar year was perhaps the greatest of all.

The Tar Heel varsities closed the 20-year period that R. A. Fetzer has been Athletic Director with one of the finest all-sport records the nation has seen. Their percentage of victories for the two decades was .725, and in the last calendar year (1940) they swept to six out of ten championships in the 15-member Southern Conference. They also won four and tied for two out of eight possible Big Five or State titles.

This was a record to be justly proud of, but no more so than the parallel advance in Carolina's program of athletics for all. A dream of long standing, this vital phase of modern, broad education, after years of gradual expansion, came to fruition last year with the provision of a program of physical education and recreation for all undergraduates.

Behind these two achievements lies a comprehensive and adequate system designed to meet the various needs of all students. The program includes regular recreational activities, competitive intercollegiate athletics, supervised corrective exercises, and professional training for those who plan to teach. Under the direction of experienced coaches and instructors, the program embraces:

(1) FOR ALL STUDENTS—Through medical examinations, health and physical education with corrective exercises where necessary, outdoor sports and recreation, and intramural contests among dormitory and fraternity teams in 15 sports.

(2) FOR THE OUTSTANDING ATHLETES—First-class freshman and varsity competition with leading State, Southern, and Intersectional teams in ten sports.

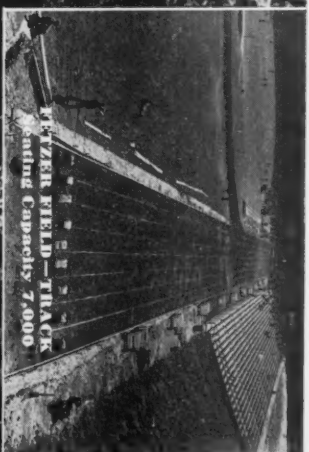
(3) FOR FUTURE COACHES AND TEACHERS—Professional training in the teaching of Health and Physical Education and the coaching of various sports, leading to both bachelor's and master's degrees in physical education.

In short, the University's goal is some form of athletics  
(Continued on page 18)

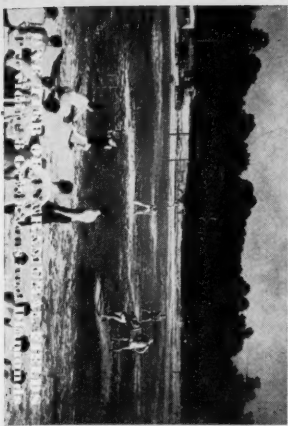
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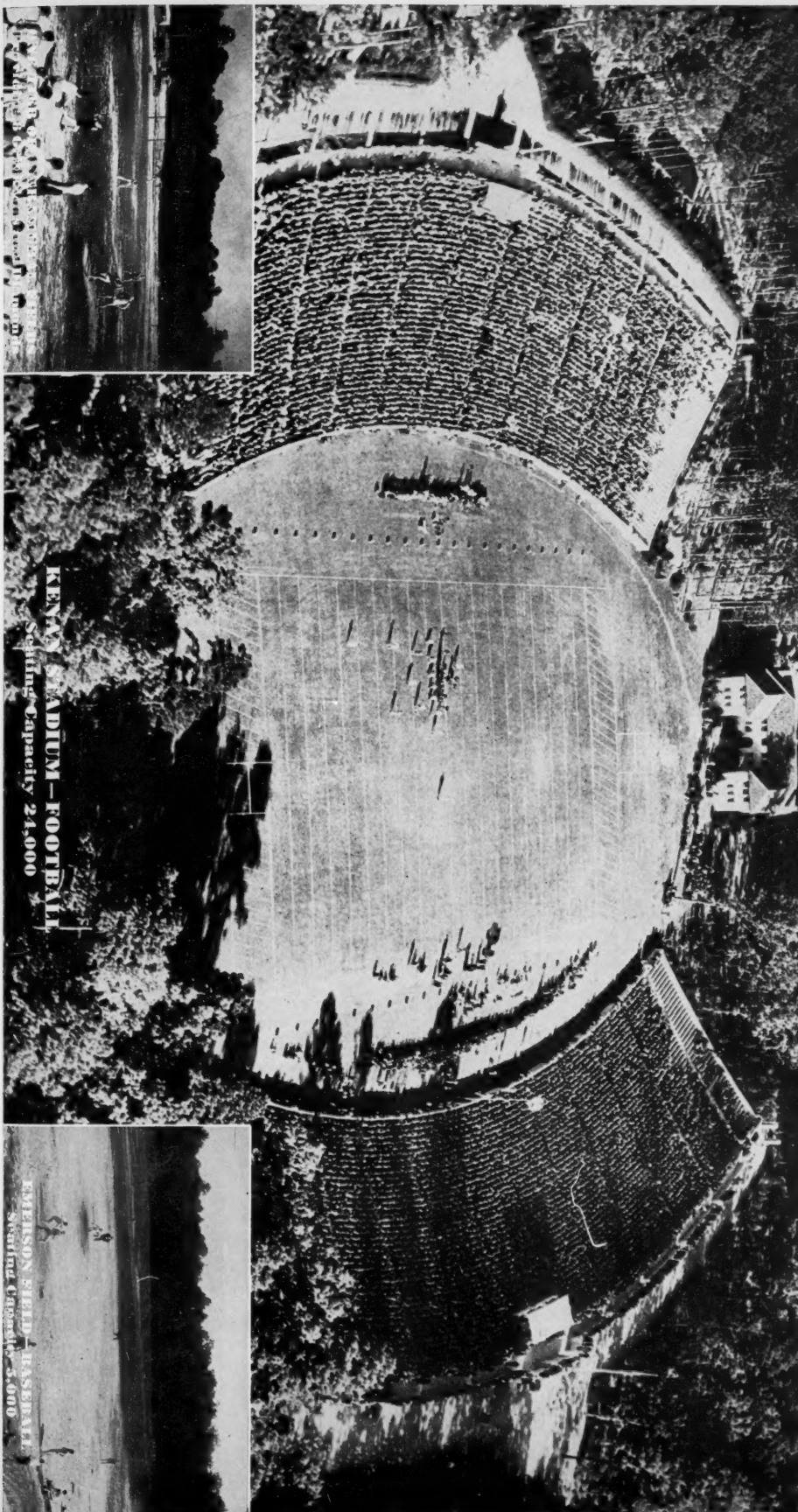


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# A Pre-Season Swimming Program

By DICK JAMERSON

Assistant Professor of Physical Education and Swimming Coach,  
University of North Carolina

**W**HEN I began coaching swimming several years ago I had little or no idea regarding the kind of program to follow in practice. Then, as today, there was much written material regarding the technique of the various strokes and of diving but very little relating to the type of program to follow in preparing boys for competition. I read all of the information I could find and doubtless proved a nuisance to many coaches by asking them every imaginable question regarding their methods of training. However, they were kind enough to give me many ideas. With those ideas and the experience I have gained during the past few years I have reached some conclusions regarding a program to follow and if they are of any value I am more than glad to pass them on to the next person.

Needless to say, I am well aware of the fact that to have a successful swimming team a coach must have boys who can do the job. On the other hand I am thoroughly convinced that in swimming a coach can take boys who are willing to work and develop these boys into better than average performers. I have often been asked, "How do you get so many boys to come out for swimming and why do they stay out?" To me there is only one answer to this question — give time and attention to every boy on the squad and use every boy possible in meets. Too many coaches are interested in their best performers to the extent that they spend most of their time working with them and in meets they are far too interested in a big score or setting a record. If every boy on the squad knows that he is receiving equal attention and that he will have an opportunity to swim in competition as often as possible the coach may be reasonably sure of having a large squad.

## Early Season Practice

In swimming, as in any other sport, physical condition is of prime importance. Unlike some of the other sports though, it is practically impos-

**Coach Jamerson participated in football, basketball, baseball, and track at Donna High School, Donna, Texas, and at Sewanee Military Academy, 1924-27. He continued his all round participation at Edinburg Junior College, Edinburg, Texas, 1927-29, and was on the football and track teams at Rice Institute, 1929-32.**

Upon the completion of his Master's work at Columbia University, he began his coaching career at Hogg Junior High School, Houston, Texas. He was coach of football, baseball and swimming at Oberlin College, 1935-38, and came to the University of North Carolina in 1938 as swimming coach and assistant football coach.

**His swimming teams at Oberlin College won 15 meets, lost 7 and tied 1. They were Ohio Conference champions in 1936. At North Carolina, his teams have won 17, lost 6, and were winners of the Southern Conference championship in 1940 and 1941.**

sible for a boy to acquire this physical condition in a short time. With this in mind we start our practice when school opens. This is not a hit and miss practice where you come down and take a workout now and then and finally get down to serious business about the first of the year. We definitely feel that hard work has never hurt any boy and we get down to serious business from the start. Our idea is that the boys will be ready by the Christmas holidays to swim their events in competition and that the rest during the holidays will not hurt them at all if they are ready for competition at that time.

During the first week the program

will include the following work: Swim 200 yards; kick 200 yards; pull 200 yards (feet in rubber tubes); swim 200 yards. All of this work will be easy, stressing relaxation and correct execution of the stroke. While resting between each part of the work we will correct mistakes and have the boys practice on turns.

The second week will be a repetition of the first except for the fact that we will increase the distance to 300 yards.

The program for the third and fourth weeks will be as follows: On Monday, Wednesday, and Friday we will swim 300, kick 300, pull 300 and swim 300, practicing turns in between each part of the work. On Tuesday, Thursday and Saturday we will follow a different type program. Sprinters, backstrokers and breaststrokers will swim, in this order, 300 yards, 200 yards, and 100 yards, sprinting the last 25 yards of each of these swims. Distance men will swim 400 yards, 200 yards, and 100 yards, sprinting the last 25 yards of each swim. In between each they will practice starts and turns.

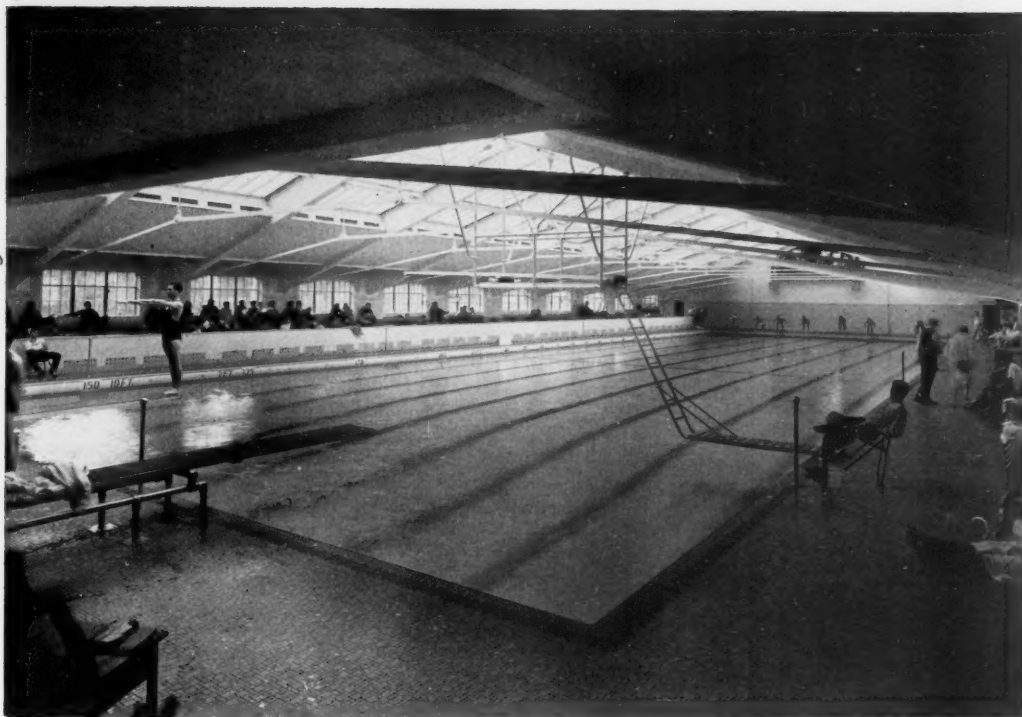
During this same time our divers will be working, stressing position on the board, the takeoff, and work on the required dives. Each diver is required to do each of the required dives at least twenty times at every practice. Particular stress is placed on body position on all dives.

By the end of the fourth week we feel that most of the boys should be in fairly good condition. One must remember that some of the boys will get in condition faster than others. The amount of work the boy does is never less than the scheduled workout but may be more for the boys ready to do more.

For the fifth and sixth weeks we follow a program that takes into consideration the event that the boy wishes to swim or the event that we know he can swim. For the fifth week the program will be:

(Continued on page 19)





165-FOOT OLYMPIC POOL AT UNIVERSITY OF NORTH CAROLINA

## A Few Highlights About Swimming at University of North Carolina Since Its Beginning in 1939

**D**URING the past three years the Blue Dolphins have made rapid progress in swimming and are now considered one of the best teams in the South. In 1939 the first intercollegiate swimming team in the history of the University won two and lost four dual meets and finished last in the annual Southern Conference Meet with a total of 7 points. In 1940 the records show seven victories and one loss in dual meets. Sixty points (a new scoring record) brought the Dolphins their first and the University's first Southern Conference Swimming Championship. The 1941 team won eight and lost one dual meet and successfully defended their Southern Conference Championship. They also won the Carolina A. A. U. Indoor Swimming Championship.

### VARSITY

**Team Achievements**—Won 17 and lost 6 — won 1940 and 1941 Southern Conference Swimming Championships — won 12 straight conference dual meets since 1939 — hold 5 conference long course records, 3 short course records and 2 twenty yard course records — hold conference meet scoring record of 60 points (1940) — won 1941 Carolina A. A. U. Indoor Championship.

**Individual Achievements**—Eight individual conference titles (50, 100, 200, freestyle and 400 relay in 1940 — 200 breaststroke, diving, 300 medley relay and 400 relay in 1941) — 21 boys have placed on All-Conference teams, earning 35 places out of a possible 92.

### FRESHMEN

**Team Achievements**—Lost only one meet out of 23. Have now won 21 straight — won State and Big Five titles for three years — won Carolina A. A. U. Indoor Championship in 1940.

**Individual Achievements**—Three National College Freshmen Long Course Records — 200 yard breaststroke — 50 yard freestyle — 150 yard backstroke — won National Junior A. A. U. 150 Meter Medley Relay Championship in 1941.

Ralph Casey coaches freshman swimming.

## DEFENSIVE BACKFIELD DRILLS

By CHUCK ERICKSON

Backfield Coach, University of North Carolina

**A**LL defense is a matter of position. The best tackler or pass defense man is worthless if he is not in the proper position to do the job. Starting from this basis, our standard defenses place the secondary personnel in position where they can best defend against all types of plays. Of course, we vary our secondary, particularly the linebackers, to meet the strength of the opposing teams that we meet from week to week. However, our standard drills are used to develop the individual reaction to meeting plays from whatever position we place him in.

Our pass defense drills consist of the following:

The first and simplest is to place two men about three yards apart and have a passer throw the ball between the men and have both of them fight for the ball. This gets them accus-

tomed to playing hard for the ball when the opponents have an equal chance for it.

The second step in this drill is to set up a regular 2-2-1 secondary defense and have a center and a passer without receivers. The ball is passed back to the passer who will try to throw to the open spots in the defense. We have the defensive men playing the ball, and all hurrying to pick up any man who intercepts a pass. This drill is done without receivers and is excellent practice in teaching men to cover zones and play the ball. The passer attempts to hit the holes in the defense, both from straight back passes and from running passes. We feel that we also get excellent work in having the halfbacks and safety shift with the play on the run passes and keep the passer always to the inside.

Our third variation is to have the passer mix up his running passes

with sweeps to give the halfbacks practice on coming up on runs and the safety and halfbacks practice rotating.

All these drills without receivers give you an excellent chance to check the secondary's movements to see that they maintain position. The final drill is to then use a full offensive backfield and ends as receivers and check against all types of passes and also fake passes and runs.

Our halfbacks are instructed to look through the wingbacks and ends into the backfield. If the wingbacks and ends block, is usually indicates a run and the defensive halfback takes his first step up with his outside foot to insure his coming up from the outside. If the wingback or end starts downfield his first step is back with the outside foot. This prevents

*(Continued on page 18)*

University of North Carolina's squad for 1941 is pictured below (left to right): Front row: Jordan, Stallings, Gordon, Baker, Webb, Cox, Byrum, Wood, Crone, Cheek. Second row: Faircloth, Hodges, Benton, Elliot, Richardson, Co-Captains Dunkle and Suntheimer, Heymann, Sieck, Marshall, Nowell, Sigler. Third row: Snyder, White, Pecora, Barksdale, O'Hare, Wolf, Cooke, Austin, Connor, Miller, Michaels. Back row: Ribet, Philpott, Lewis, Nicolls, Serlich, Turner, Croom, Assistant Trainer Mason, Hussey, Graham, Parker, Johnston, LeBlanc, Corn.



# PROTECTION FOR THE PASSER

By JOHN VAUGHT

Line Coach, University of North Carolina

IN every important ball game of this season the forward pass has either won the game or put the team in position for the score. This undoubtedly is due not only to great passers and pass receivers, but also, to a great extent, to the pass protection given the passer in order to have the proper timing on the pass. It is a settled fact that the best pass defense is good rushing. The receiver is practically always open; that is, if a receiver is being covered by a defensive back and is to one side or the other, the receiver is open. If the pass is thrown with a slight lead the pass should be complete. The proper timing is made possible by the protection given the passer.

So it becomes more the idea of spot passing, or the idea of putting the pressure on one defensive man instead of trying to have all four receivers open, giving the passer the opportunity of picking his receiver. The pass pattern should be set up according to the weaknesses reported by the scouts of the individuals for the coming game. If the right halfback is weak covering passes then the pressure should be put on him, with sufficient finesse to keep the safety at home, and with the proper protection for the passer to complete the pass. This same idea can be equally true of the left halfback, fullback, center or safety.

The best way to assure ample protection is first to send only the men out that are necessary to the particular pass pattern; second, leave the men in the line that are best situated to protect on the pass; third, put two blockers on the opponent that does the greatest rushing, according to the scout report.

If the opposition is playing a 6-2-2-1, 5-3-2-1 or 7-diamond, leave the men in the line to protect who have an opponent in front of them. For example, using single wingback formation with 6-2-2-1 set up against it, I will explain the protection.

All the blocks that are used by the

Diagram 1

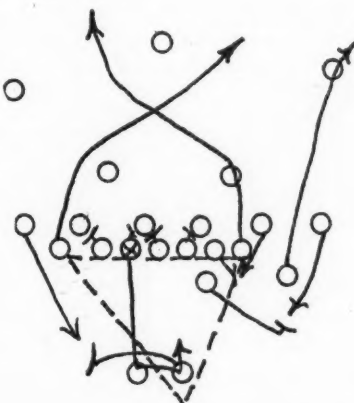
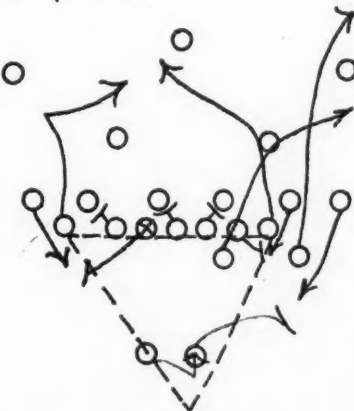


Diagram 2



men protecting are passive blocks. In other words, the defense is the aggressor and unless he makes an attempt to get at the passer, the player blocking has very little to do. The instruction for the blocker should be to keep himself directly between the opponent and the passer. If the opponent shifts from one side to the other the blocker should likewise move with him. (See diagram 1).

This type of protection is used with only three men out. If the fourth receiver is needed, it is possible to pull the center out to protect on the short side end, with the fullback taking the left defensive end.

The blockers must stay on their feet and protect a lane directly behind the right offensive guard. (See diagram 2).

## NEW SPORTING GOODS FIRM

In this issue, two famous figures in Southern sports announce the opening of their new sporting goods store on Peachtree Street, Atlanta, Ga.

Fred Sington was All-Southern baseball player, All-Southern and All-American football tackle and Phi Beta Kappa at University of Alabama. For three years he was assistant coach at Duke University. He has had ten years' professional baseball experience and is a member of the Southern Football Officials' Association.

J. Tom Slate has been actively identified with sports for twenty years. He was a member of the championship Atlanta Athletic Club Basketball Team, 1923, 1924, and 1925. For eighteen years he was wholesale and retail salesman for A. G. Spalding & Bros. He is a basketball official and is a member of the Southern Football Officials' Association. He is a member of the Methodist church and the Yaarab Temple Shrine, Atlanta, Ga.

Besides a complete line of sporting goods, these two boys carry in stock a rich experience in the field of sports and the good wishes of hundreds of friends who wish them success.

## Southern COACH & ATHLETE

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GEORGIA FOOTBALL OFFICIALS ASSN.  
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ALABAMA HIGH SCHOOL COACHES ASSN.  
FLORIDA ATHLETIC COACHES ASSN.  
SOUTH CAROLINA HIGH SCHOOL LEAGUE

DWIGHT KEITH, Editor and Business Manager

## Merry Christmas

*We take this occasion to acknowledge the splendid cooperation we have received from advertisers, contributors and subscribers in making our publication popular throughout the South. Coaches, trainers and officials have taken time during their busy season to prepare technical articles, and school officials and publicity directors have cooperated at every turn to make our magazine more interesting and worthwhile. With continued cooperation of this kind we will continue to grow and improve. We know our publication is serving a real need, and as it grows we pledge its new strength to the highest and best in Southern sports.*

*To our advertisers, contributors and subscribers we extend sincere wishes for a very merry Christmas.*

### *Naismith Memorial*

It is a hundred to one shot that you have never heard of Mr. Stebbins. Yet it was through his ingenuity more than anything else that the course of sports history was severely and definitely altered. Today, thanks to Mr. Stebbins, hundreds of thousands of people are playing the court game of basketball in 52 nations.

Little things often change the flow of events and make history. Back in 1891 when Dr. Naismith was puzzling in his mind how to invent a new game for indoor sport—a little assignment given him by Dr. Luther Gulick, head of the Physical Education Department of Springfield College—he had just decided that the goals should consist of wooden boxes some 18 inches square. But on the way to the cellar where he hoped to find them, he ran across Mr. Stebbins, the genial janitor of the College. Asked if he could supply the boxes, Mr. Stebbins told Naismith that he had none available but he did recall having two peach baskets in the cellar which might suit the purpose. Something of an opportunist, Naismith accepted the baskets in place of the boxes and

proceeded to tack them up on the lower rail of the balcony in the Springfield gym. Such was the prelude to the first game of basketball in history. And from that humble beginning of two peach baskets supplied by a willing janitor, sprang the entertaining and appealing pastime of basketball.

This year, fifty years since that rather prosaic but eventful experiment, basketball is celebrating its Golden Jubilee. A nation-wide campaign is under way, the purpose of which is to commemorate the name of Dr. Naismith, father of the game, by erecting at Springfield, Mass., a permanent memorial in the form of a Basketball Museum and Hall of Fame.

From Maine to Washington and from Florida to California, basketball teams in all groups including colleges, high schools, professional and A.A.U., Y.M.C.A. and Hebrew organization teams are designating one of their regularly scheduled contests as Golden Ball Game, the receipts of which are to go to the Naismith Memorial Fund. Never before has basketball united all its forces to honor its founder. Not only will Golden Ball Games be played in this country, but in Canada, Puerto Rico, South America, Alaska, Cuba, Hawaii and other countries as well.

Basketball today is the most democratic of pastimes and one of the most thrilling and delightful forms of competitive athletics. Last year more than 80 million people attended games in this country alone, and no count has ever been made of those who play the game. In most colleges and high schools it is recognized as a major sport. Easy to play, yet difficult to master, it provides a form of relaxation and amusement to player and spectator alike.

That the game has kept pace with the time has been evident from the tremendous surge of popularity which it has experienced in the recent years due to the wisdom and far-sightedness of the Rules Committee. Instead of allowing the game to be shackled by the shibboleths which retarded its development for years, the Rules Committee enhanced the game immeasurably by speeding it up and by ruling out the center tap. Today palestras and gymnasias throughout the country are jammed to the doors on the occasion of interesting games. Never before has basketball proved such a drawing card as it is at present.

Just as baseball and football have honored their founders, basketball this year will pay lasting tribute to the man who invented the game, in a manner which will immortalize him among the sport figures of all time. The Museum and Hall of Fame which will be erected in his memory will give permanency and form to the ideals and traditions of the game and will provide an edifice in whose archives will be preserved the records and accomplishments of the outstanding players and teams.

Every team that contributes to the Naismith Memorial by playing a Golden Ball Game will have the record of its game together with a photograph of the team placed in the Hall of Fame. Sport figures the world over, particularly those affiliated with basketball, are cooperating wholeheartedly in this enterprise.

The vast amount of publicity which will deluge the country concerning the Naismith Memorial will focus increased interest on the sport. It is no exaggeration to say that this will easily be basketball's biggest year.



# Physical Education Requirement at University of North Carolina

By OLIVER K. CORNWELL

Professor of Physical Education, University of North Carolina

**D**URING the summer of 1940 the University of North Carolina at Chapel Hill decided to require all undergraduate male students to carry Physical Education as a part of their regular schedule. The motivating force back of this movement for instituting the requirement was the existing national emergency.

The President of the University called together a committee made up of the Dean of Administration, University Controller, University Physician, Dean of Students, and the Department Head in Physical Education. The purpose of this committee was to work out the various parts of the program as it related to schedule, personnel, budget, and the like. However, during the course of a great many meetings practically all of the program ramifications were discussed.

The Dean of Students called together various groups of student-leaders to discuss the various problems connected with the program.

Many staff meetings were held by

the Department of Physical Education.

Finally, the entire Faculty of the University was called together and the problem presented to them. At this meeting it was made plain that the problem of preparedness was a total University problem and that the program being instituted in physical education was a total University program which depended on the co-operation of the whole faculty for its success.

As a result of these meetings and discussions certain definite ideas developed and were adopted.

1. It was decided that all undergraduate male students be required to take physical education four times weekly.

Two of these periods were to be in regular scheduled classes.

Two periods per week to be required in terms of time but elective as to the activity and as to exactly when the student wanted to fulfill the requirement. That is, the student

must spend two periods per week in an activity and at times he would elect. A checking system for this part of the program was developed and consisted of an activity card and time schedule to be checked by the student and placed in his gymnasium basket.

2. All students entering the University were to receive a thorough physical examination. Definite classification was to be made of all undergraduate males for the purpose of class organization in physical education and varsity and freshman athletics.

3. The program was to place increasing emphasis on physical condition but at the same time was to be a student-centered program built around the definite interests of undergraduate students.

4. That the program in and of itself should not be military in nature other than the relationship which exists between good physical condition and military practices.

(Continued on page 20)

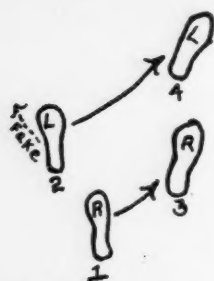
The main auditorium of the Carolina Gymnasium covers more than an acre, accommodates an indoor track (pictured below) which is longer than Madison Square Garden, and seats 6,000 spectators. The gymnasium is much more than an indoor stadium for intercollegiate contests. Additional facilities form a complete physical education plant which provides year-round sport, exercise, and recreation for the whole student body, and which is one of the most popular student centers on the campus.



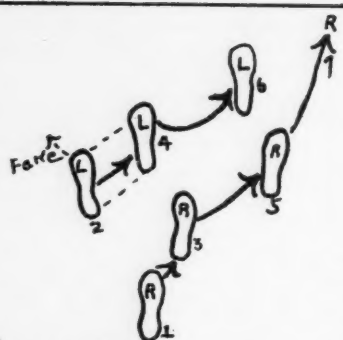
## BACKFIELD DODGING

By DWIGHT KEITH

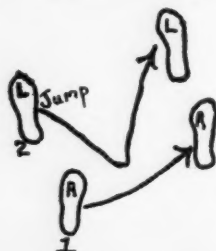
Backfield Coach, Boys' High School, Atlanta, Georgia



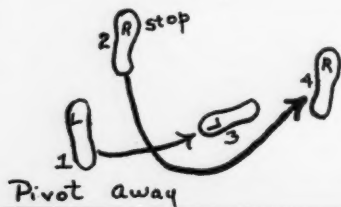
False Step



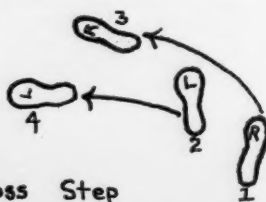
Crow Hop



Give leg and take it away



Pivot away



Cross Step

IN this article I shall not attempt to discuss the whole subject of backfield play, nor even of ball carrying, but will limit my discussion to dodging. At Boys' High we believe good blocking is the most important factor in offensive play. However, with blocking being the same, the yardage gained will vary with the ball carrying ability of the backs. Dodging is only one phase of ball carrying, but is an important one. Some boys have a quick reflex action and are naturally better dodgers than others, but we believe this ability can be greatly improved by proper drills. We realize that every boy in our backfield will not master all these maneuvers, but we do expect every boy to become more or less a specialist in one or more of them. We believe, too, that by practicing them regularly, all the backs will acquire better balance, agility and running skill. Since it requires only a few minutes' time, we run our backs through these maneuvers almost every day, and I am sure it has proved beneficial to us.

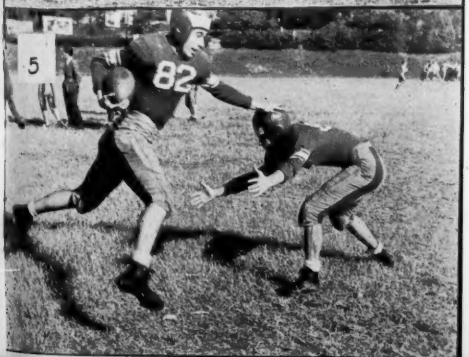
One of the simplest, yet most effective, maneuvers for a back to acquire is the false step. This is shown in illustration 1. In this, the left foot is planted firmly and the head is bobbed in the left direction. The left knee is bent and the weight of the body is carried over the left foot. This causes the defensive man to lean in that direction and the ball carrier then quickly scampers to the right, as shown in illustration 2. If it is seen that the defensive man is not faked off balance, the ball carrier "crow hops" to the right. This is accomplished by taking a quick cross step with the left foot and jumping from it, landing on the right foot with the left foot passing in front of the right, as shown in illustration 4. By slightly crossing the left foot, one is able to add considerable distance to his jump. The feet and hips should be thrown to the right and slightly forward. By allowing the left foot to pass in front of the right upon landing, the runner is able to speed away quickly without breaking

his stride. If the tackler continues in pursuit and succeeds in getting hold of the runner at this point, the runner should endeavor to spin out of his grasp. In spinning, the feet should be well spread and the knees should be brought high. If the runner does not escape the grasp of the tackler, he will at least succeed in falling several yards farther down the field. The "crow hop" is very difficult to teach and few backs master it well enough to use it under game conditions. We do not average one back a year who can master this maneuver, however, all the backs acquire more grace and running skill by having practiced it. Clint Castleberry, who illustrates these movements in figures 1 through 4, is able to use this under pressure and it has added many yards to our offensive efforts.

In illustration 5, Don Paschal demonstrates the side step, generally referred to as "give them a leg and take it away." The left foot is planted, presenting the left leg as a target for the tackler. As the tackler charges at him, the runner jumps from his left foot to the right, withdrawing the left leg, landing on the right foot and swaying the hips away from the tackler. In going to the left, these maneuvers are reversed, in the order described.

In illustration 6 and 7, Bill Magbee demonstrates how a back spins after being tackled. The body is inclined well forward so that he will not be thrown backwards. He gives the tackler a hard jolt and quickly spins to the outside, bringing the knees up high and wide. This is the favorite maneuver of the full backs, since they have more occasions to employ it. It is also best for boys with stocky builds, since they are usually tight-hipped and lack the suppleness necessary in the execution of some of the other methods of dodging.

In illustration 8 and 9, Buck Miller is spinning away from the tackler before being tackled. Note how the weight is thrown backward in figure 8 and how in figure 9 the left foot is carried wide, gaining ground quickly



to the side. He is now ready to start running, with his right foot making the next step.

In illustration 10, Jimmie Gordon demonstrates the cut-back, using the cross step. Some backs do better by pushing off their outside foot. The proper use of the cross step requires a back who is supple in the hips.

Another drill which we think is helpful is backward running. In this drill, we line up two men about 15 yards apart. We start them running straight backwards and after they have gone 5 to 10 yards, we point in the direction we wish them to cut. They pivot and cut to that side without taking their eyes off the one directing the drill. They then run fast looking over the shoulder. The body is facing in the direction they are running, thus allowing looseness and speed in running. Sometimes we have them change directions twice during the same run. We vary this drill by occasionally sending two pass receivers down to cut in various directions, with the passer ready to throw to the one best open. When the ball is thrown, we insist that both defensive men get quickly to the point where the ball is thrown. This teaches them to stay behind the pass receiver, keeping both the passer and receiver in view.

We sometimes use other drills for the sake of variety, but the ones described above are more or less standard with us. We try to impress upon our boys the importance of running hard and fighting for the extra feet and inches. The determination not to be tackled is one of the most important ideas to instill in the minds of your backs.

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*Boys' High has just cinched its third consecutive G.I.A.A. championship, its sixth in the last ten years. With one more game to be played, they have scored 458 points this season and have held the opposition to 13 points. Three Boys' High backs were named on the All-State team this year: Gordon, quarterback; Castleberry, right halfback; and Magbee, fullback. Playing an average of about 20 minutes per game, Castleberry has scored 126 points to set a new G.I.A.A. scoring record.*

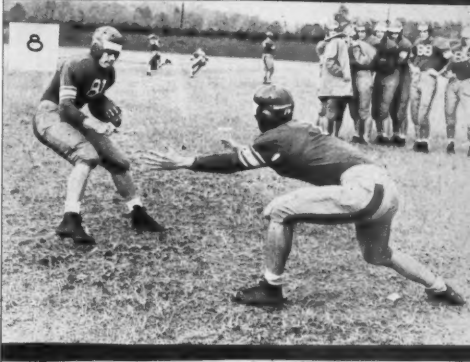
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*In the January issue R. L. Doyal, Head Football Coach, will discuss the system of play and coaching methods used at Boys' High School.*

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# Six-Man Football Comes to North Florida

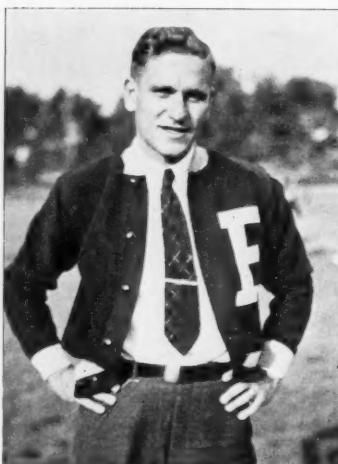
By DONALD LOUCKS

Athletic Director, Florida High, Tallahassee, Fla.

**S**IX-MAN football, the salvation of the fall sports' program in the smaller high school, has had many interesting and varied beginnings throughout our country. From its humble beginning in Nebraska it has spread to every section, until now it is recognized as the sport for the fall athletic program of the smaller school. North Florida lays claim to being one of the first, if not the first, southern areas to be bitten effectively by the six-man football bug. The story behind the formation of the first six-man football conference in Florida is one which should stimulate the many smaller schools that have not yet gained the courage to purchase equipment and follow in the footsteps of the pioneers of the game. It is a story not unlike that which can be told in every section where six-man football has had to struggle, first, to get a foothold, and, second, to continue its growth in a normal manner. It is the story of the North Florida Six-Man Football Conference, in its beginning a timid, frightened group of five schools, but now an increasingly successful conference boasting a present membership of thirteen members with an average yearly increase of two new members.

Football for the small high school in the state of Florida hit a low ebb during the early years of the depression. Schools which were trying to carry on eleven-man football teams with a small squad and an even smaller budget were finding their troubles gradually overcoming them until many were forced to drop the game entirely. This resulted in an abnormality within the sports' program through an overburdening of other activities.

Florida High School, the demonstration school of the Florida State College for Women, was one of those schools which was forced to give up the orthodox game of football with the ending of the season of 1932. With an enrollment of approximately fifty boys, the school found that a squad of fifteen to twenty boys was not suitable for the traditional eleven-man game. Stephen Epler, inventor of



DONALD LOUCKS

Coach Loucks graduated from the University of Florida in 1936 with an A.B. degree in Health and Physical Education. He received his Master's degree from Indiana University.

He was a varsity tennis player at the University of Florida and lost only two matches during a three year period. This is his sixth season at Florida High School, where he is Athletic Director and coach of basketball, baseball and six-man football. He has been three times Secretary of the North Florida Six-Man Football Conference and is a member of the National Six-Man Advisory Board.

six-man football, meanwhile was experimenting with the six-man game in Nebraska. To Dr. Rhey Boyd Parsons, then principal of the Florida High School, must go the credit for bringing six-man football to this school and, indirectly, to the state of Florida. In searching for a suitable

activity to take the place of the gone but not forgotten football, Dr. Parsons discovered that six-man football was beginning to sweep the country. With the aid of Oval S. Harrison, athletic director of the school, six-man football began to find a place in the intramural program at this school. Success with the game was immediate and therein was born the desire to interest other schools in this new game and to form, if possible, a small conference.

In September, 1936, in Tallahassee, Florida, representatives from Chattahoochee, Bristol, Madison, Monticello, and Florida High, the last three former eleven-man football schools, met for the purpose of forming a six-man football conference. This union resulted in the formation of the North Florida Six-Man Football Conference with the following officers: President, Oval S. Harrison (Florida High); vice-president, J. E. Williams (Chattahoochee); and secretary-treasurer, Donald Loucks (Florida High). A small entrance fee of \$3.00 was assessed each member, and a few rules and regulations were set down. Before the meeting adjourned each school had drawn up an eight-game schedule, playing each team on a home and home arrangement. It was decided that a trophy would be awarded to the team with the highest winning percentage and that an all-conference squad of twelve boys would be selected by the coaches. Each team was assured of one member on the squad, with the remainder of the squad chosen from those receiving the highest number of votes. At the conclusion of the 1937 season Stephen Epler and the *American Boy* magazine selected the first All-American Six-Man Football team, and the North Florida Six Man Football Conference was given a shot in the arm by having one boy, Houston Spear, of Florida High, selected for a place on the favored squad. The conference enjoyed a most successful season, and six-man football was on its way to becoming an important phase of the athletic programs of many Florida schools.



Interest in six-man football in this section spread rapidly, as players and spectators alike found that this new wide open type of football held all the thrills of a game which for generations had required power and reserves for its success. Many fans who had long remained ignorant as to what actually happens on the eleven-man football field said that they were better able to follow the play of the six-man game because of its openness.

Every year has brought an increase in the number of teams engaging in six-man football in North Florida. One by one the smaller schools are coming to the realization that they, too, like their neighboring schools, may add a necessary and worthwhile activity to their school program and make it possible for their boys to have the thrills and pleasure of organized football. Two schools, Monticello and Madison, have built their programs back to their former standing through the medium of six-man football and have returned to the eleven-man game. In the fall of 1938 Monticello and Florida High played what was possibly the first night six-man football game in the South and, certainly, in Florida. Playing this game at night enabled many fans who had never seen six-man football to get their first taste of this new sport, and many friends for the game were made.

The majority of the coaches in the North Florida Six-Man Football Conference feel that every effort should be made to keep six-man football as nearly like eleven-man football as possible. All too often spectators are confused by the multitudinous possibilities which may occur on the playing field, and when the variations between six-man and eleven-man football are witnessed their understanding of the game is not increased. Because of this fact and because the coaches felt that their experience with the new game warranted their experimentation, the National Rules of Six-Man Football have not been adhered to strictly. Feeling that the offense already enjoyed a tremendous advantage, the conference rules committee has always voted that the offensive center was an ineligible pass receiver. Scores in conference games average over thirty-five points for the winners and over eighteen for the losers, which would indicate that the lack of scoring ability is not present. In the eleven-man game only the offensive team may run with a recovered fumble, and this rule has been followed in our conference, in order

to save confusion among our spectators, most of whom have been educated to the eleven-man game.

It has been interesting to note the development of the various types of offensive and defensive styles of play in this conference. In many cases the coaches have been only secondarily prepared for the coaching field, and naturally the caliber of football played in this region has improved greatly over the period of five years since the beginning of six-man football here. Variations of the single wingback, double wingback, and short punt formations predominate in this section, with every team employing double and triple reverses which may finally end with the center carrying the ball. Defensively, the 3-2-1 and 3-1-2 set-ups seem to share about evenly in popularity, with the 4-2 defense being employed when the enemy is threatening to score from close range.

Securing competent officials in the smaller towns seems to be one of the main difficulties faced by some of the conference coaches. Too often it has been necessary to use the local minister, sheriff, or forest ranger, whose only experience may have been gained through having seen a few

games played and a hurried study of the latest six-man rule book. In these cases the games were usually hard-fought, with emphasis on the "fought" part. Gradually the officiating and spectator behavior have improved. The smaller schools are to be congratulated that they have had the courage to take the step toward making their boys and girls happier, even if they have had to play under highly adverse conditions. In some instances the playing fields are nothing more than converted pastures and the goal posts small Florida pines with their branches trimmed. Despite these and many other difficulties faced by the smaller schools, the influence of six-man football is growing in this section and in this state.

Year in and year out, Chattahoochee, Bristol, Port St. Joe, and Florida High have been the leading teams in this section, with some of the later members of the conference pushing to the fore during the past two years. Last year's conference champions, Chattahoochee, rolled up over 600 points, while winning the Southern title and the National Six-Man football championship.

(Continued on page 19)

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## SOUTHERN SCHOOLS

(Continued from page 6)

or other recreational physical activity, in addition to the necessary physical education and corrective treatment based on individual medical examinations, for every student. And its method is to provide such a comprehensive and diversified program as will provide for the physical welfare and claim the interest and participation of each student.

The Carolina sport and recreation plant is also one of the most complete of any university its size in the country. It includes separate stadia for football, baseball, and track; a woman's field and six intramural fields; a new gymnasium and complete physical education plant; an Olympic pool, and 42 tennis courts. Kanan Stadium has accommodated upwards of 40,000 people. The main auditorium of the gymnasium covers a whole acre and seats 6,500 for basketball, boxing, and wrestling, while there is another acre of locker and shower rooms.

Carolina men and women, however, do not measure athletic success merely in terms of material plant or winning percentages. Of equal or greater importance is the way they play the game and how the game contributes to education's ultimate purpose of making men and women. And the intangible "Carolina spirit" is known far and wide, in fact, wherever Carolina's teams, coaches, students, and alumni are known.

The story of athletics at Carolina has been one of sound, steady growth and progress over a long period of years. There is no magic formula nor secret explanation. The proud record of the Tar Heels goes directly back to their traditional combination of skill, sportsmanship, and spirit. And those three indispensables come in turn from its broad athletic program and universal participation, its ample facilities and able staff.

This is headed by R. A. Fetzer, the Director and "Dean of Southern Track." His right-hand men are Ray Wolf, head football coach, whose five-year record is the eleventh best

in the country, and Dr. O. K. Cornell, who is President of the National Physical Education Association.

These are only a few of the "men behind the records" at Carolina, however. Bunn Hearn in baseball is an ex-Big Leaguer and one of the grand old men of the game. Bill Lange led the Tar Heels to the Conference basketball title his first year as coach. John Kenfield's tennis teams have ranked at the nation's top for years. And Dale Ranson has led the Tar Heel cross country teams to five Conference titles in a row.

The other head coaches, all of whom have won more than their share of victories and titles, include Mike Ronman, boxing; Chuck Quinlan, wrestling; Dick Jamerson, swimming; Chuck Erickson, golf; and Jim Tatum, head freshman coach.

The complete staff of the University Department of Physical Education and Athletics numbers 33 full-time coaches and instructors, nine graduate student assistants and 20 employees and attendants at the various plant units. For the University is sold on the theory that a large staff gives Carolina men and women the maximum in individual attention and opportunity for development. And the dual goal of the staff is to do an equal job in teaching sports and sportsmanship, in developing players and men.

## DEFENSIVE BACKFIELD DRILLS

(Continued from page 10)

the defensive men from being pulled out of position on their first movement.

Our defensive drills against runs start with the usual form tackling, straight shoulder tackles, and side body tackles. With this individual work as a foundation, we have found that our best work is obtained by having the line passive on certain plays, and force the secondary to do all the tackling. This affords work under more game-like conditions and accustoms the men to reacting to actual plays.

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**SWIMMING PROGRAM***(Continued from page 8)*

**MONDAY**—Distance men swim 800, kick 300, pull 300, swim 400.

Sprinters swim 400, kick 400, pull 200, swim 200.

Backstrokers swim 400, kick 300, pull 200, swim 400.

Breaststrokers swim 500, kick 300, swim 500.

**TUESDAY**—Distance men swim 500, 300, 200 at three-quarter speed.

Sprinters swim 250, 150, 75 at three-quarter speed.

Backstrokers swim 250, 150, 75 at three-quarter speed.

Breaststrokers swim 300, 200, 100 at three-quarter speed.

**WEDNESDAY**—Repeat Monday workout. Always practicing turns in-between each part of the workout.

**THURSDAY**—Distance men swim three 300's, sprinting last 50 of each.

Sprinters swim three 150's, sprinting last 50 of each.

Backstrokers swim three 200's, sprinting last 50 of each.

Breaststrokers swim three 150's, sprinting last 50 of each.

**FRIDAY**—Repeat Tuesday workout.

**SATURDAY**—Time trials for all men. Swim two 50's for time and then swim an easy 800.

For the sixth week the program will be:

**MONDAY**—Same workout as that used the previous Monday, stressing correction of mistakes made in Saturday time trials.

**TUESDAY**—Time trials for all men. Swim two 100's for time and then swim an easy 1000.

**WEDNESDAY**—Same workout as that used on Tuesday of fifth week.

**THURSDAY**—Same workout as that used on Thursday of fifth week.

**FRIDAY**—Same workout as Wednesday.

**SATURDAY**—Time trials. Distance men doing 300, sprinters 150, backstrokers 100 and breaststrokers 150. Swim this distance once for time and then swim an easy 1000.

Starting with the seventh week the general plan of the work will be as follows:

**MONDAY**—All men swimming, kick-

ing and pulling. The distance to be at least a mile and a half or more, depending upon the amount of additional conditioning each individual needs.

**TUESDAY**—Distance men swim two 300's for time, stressing pacing.

Sprinters swim two 150's for time, stressing pacing.

Backstrokers swim two 200's for time, stressing pacing.

Breaststrokers swim two 300's for time, stressing pacing.

Work for all men is preceded by a 300 warm up and easy 300 to finish up.

**WEDNESDAY**—Time trials at regular distances. Distance men 440 and 220, sprinters 50 and 100, backstrokers 100 and 150, breaststrokers 100 and 200. Finish up with easy 400 for all men.

**THURSDAY**—All men swim two 150's for time, stressing pacing. Finish up with an easy 800.

**FRIDAY**—All men swim four fast 50's and finish up with an easy 1000.

**SATURDAY**—Same workout as Wednesday. Divide squad into two teams and have informal meet.

For the remainder of the fall work the program will follow in general that shown for the seventh week. Tuesday is the day for overdistance work and the distances will vary according to the needs of the individual. Thursday is the day for underdistance and sprint work.

We always end our fall practice with a regulation meet between the Varsity and Freshmen Squads. This meet is known as the FISH BOWL CLASSIC and the boys really work hard for the meet, knowing that their showing means something later in the season.

After the holidays our practice schedule from week to week will in part be determined by the needs of each individual. In general it will follow the pattern set up for the last part of the fall program. Monday is the day for a long, easy workout, stressing kicking and pulling; Tuesday is the day for overdistance work, Wednesday time trials, Thursday sprint work, and Friday short sprints and easy swimming. We always spend a part of every practice working on starts, turns, and relay takeoffs.

During the season we require our divers to do each of their ten dives at

least ten times every day, stressing the points mentioned before.

Some coaches do not like to time their boys often during the season. I have found that better results come from timing the boys frequently at various distances. They like to know whether they are improving and in general they will work harder if they know some definite check is being made on their work. For some boys it is advisable not to tell them the exact time they made but to give them a slower time so they will work harder. For others I have told them they did a little better than they actually did and the results have been excellent. The only time I have done this is when a boy has made the same time over and over again and the problem seems to be one involving more than his physical ability to accomplish his job. I think timing the boys and keeping a record of their performances is a valuable procedure for practice work. Split-times help the boys to learn to judge their pace during a race.

In conclusion, one must keep in mind the whole problem of individual differences in working with boys. This may very well change the work for certain individuals at any time during the season.

I might also add that a program such as this is acceptable for high school boys with, of course, the understanding that the distances would be less in most instances for these younger boys.

## **SIX-MAN FOOTBALL COMES TO N. FLORIDA**

*(Continued from page 17)*

Besides being one of the earliest official six-man football conferences, the North Florida Six-Man Football Conference believes that its members present a collection of one of the oddest groups of names ever found in an organized group. The teams which make up the conference are: Florida High, Chattahoochee, Sopchoppy, Port St. Joe, Crawfordville, Apalachicola, Carrabelle, Grand Ridge, Frink, Altha, Bristol, Blountstown, and Wewahatchka.

Six-man football will have its place in the athletic program as long as the small school exists. With the members of the North Florida Six-Man Football Conference and the members of the many other six-man conferences working unceasingly to develop the game, the future of six-man football is certain to be a bright one.

## PHYSICAL EDUCATION REQUIREMENT AT UNIVERSITY OF NORTH CAROLINA

(Continued from page 13)

5. It was judged important that definite attendance regulations be established by the Deans of the various undergraduate schools.

6. That an attempt be made to familiarize each student with his exact physical status by individual conferences.

7. That increasing emphasis be placed on various phases of elective activity including participation in intramural and intercollegiate athletics.

8. That the organization, administration, and carrying out of the program be placed in the hands of the University Health Service and the Department of Athletics and Physical Education.

Using a Station-to-Station plan with a staff of 20 doctors, 14 nurses, 32 medical students, 20 majors in health and physical education and 10 members of the staff in health and physical education a thorough physical examination was given to 4,036 students. The freshmen were examined during Freshman Week and the other students were examined during the first week of school. All students were given the tuberculin

test, typhoid shots if they had not been received during the past three years, and vaccination for smallpox if evidence was not presented to show that it was not needed. Seven of the examining physicians were members of our regular health service staff while most of the others were from our medical school or our school of public health. A few were brought in from the outside.

Of the 4,036 students examined approximately 3,000 were classified for participation in the physical education program. The remainder of the 4,036 were graduate students and women students. We used four general classifications. Class "A" had no activity restriction. Class "B" was restricted in terms of strenuous activity. Class "C" was placed in Individual Physical Education or Corrective Classes. Class "D" was excused.

In Class "A" we had 294 boys transferred to Varsity and Freshman sport squads. 730 freshmen were placed in the "A" group and 1,823 upperclassmen were in the "A" group. That is, the total group of

"A" students with no activity restriction included 2,847 students.

The "B" group has 47 freshmen and 52 upperclassmen or a total of 99 students. These were placed in the restricted classes.

The "C" group had 33 freshmen and 8 upperclassmen, or a total of 41 students, placed in Individual Physical Education.

The "D" group had 8 freshmen and 34 upperclassmen, or a total of 42 students, who were exempt from physical education.

For the purpose of registration in physical education, then, we had 2,847 students placed in Group A, 99 students in Group "B", 41 in Group "C", and 42 in Group "D", or a total of 3,029 classified undergraduate male students. This does not mean that 2,840 students out of 3,029 could pass the examination for military service but I do believe that a high proportion could.

Each student was given a rating card and was required to present this card to the instructor at his first physical education period.

During the course of the quarter all students with a "B", "C", or "D" rating were re-examined, also students showing a positive reaction to the tuberculin test were X-rayed.

Each student was issued, along with his rating card, his physical education privilege and swimming card.

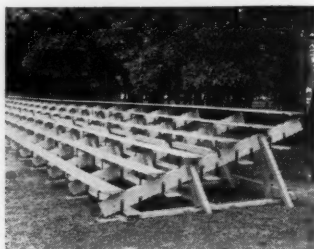
In the process of registration each student was scheduled for physical education as a part of his regular schedule. The University is organized into Lower and Upper Divisions. In the Lower Division, or the General College, are all freshmen and sophomores. They were registered by the Dean of the General College or one of the 14 General College Advisers. In our Upper College we have a School of Liberal Arts, School of Business, and a Pharmacy School. The General College registered freshmen for Physical Education 1 and sophomores for Physical Education 21, placing on the schedule slip the section number and the time. The Upper College followed the same procedure, registering juniors for Physical Education 31 and seniors for Physical Education 41.

Prior to the opening of school we had prepared Master Cards on all old students and all new students that had been accepted by the University for admission, using a different colored card to designate the class. These had

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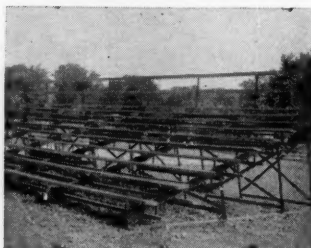
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been arranged in alphabetical order by classes.

It was necessary for us to arrange an 8 period day, 4 in the morning and 4 in the afternoon.

In our scheduled classes we had 4 University Physicians and 3 of our staff in Health and Physical Education handling 25 sections in required Hygiene, one physician and two assistants handling individual physical education, one physician and one nurse operating our clinic in the gymnasium. The remainder of our staff, consisting of 18 full-time members and 7 graduate assistants, taught the required classes. The majority of the regular staff members had additional assignments in the teacher education program, the intercollegiate and intramural program, and in administration.

At the first scheduled period the student appeared for class with his medical rating card, physical education privilege card and his schedule. At the first station his master card was checked and his roll card in physical education filled out. He then selected his activity if he had an "A" medical rating. During the fall quarter we gave him the choice of the following activities: swimming, handball, boxing, wrestling, gymnastics, tumbling, tag football, soccer, volley ball, track and field skills. After selecting his activity and having his records checked he moved on to the Locker-Basket-Equipment room to receive his basket assignment and his equipment.

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The sections offered at particular periods were limited by available staff and facilities.

The distribution resulting from our registration gave us:

	Sections
Boxing .....	6
Gymnastics .....	4
Handball .....	13
Soccer .....	6
Volley ball .....	8
Swimming .....	14
Tag Football .....	30
Wrestling .....	2
Track Skills .....	2
Tumbling .....	4
Individual Physical Education .....	2
Total .....	91

	Students
Freshman Football .....	62
Freshman Cross Country .....	32
Total .....	94

	Students
Varsity Football .....	52
Varsity Cross Country and Track .....	62
Varsity Boxing .....	32
Varsity Swimming .....	27
Varsity Wrestling .....	27
Total .....	200

(Continued on page 22)

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## PHYSICAL EDUCATION REQUIREMENT AT UNIVERSITY OF NORTH CAROLINA

(Continued from page 21)

It is impossible to tell how accurately this represents free election of activity since it was necessary to close sections as facilities and staff were exhausted. The student remained in the selected activity for the duration of the quarter. This first year we are requiring all students to elect one individual and one team activity and he is not allowed to elect the same activity in succeeding quarters.

The Deans of the various schools passed a regulation that three absences would automatically place the student on attendance probation. We also tried the idea of allowing students to make up unexcused absences and found it not worth the necessary effort. We established an exemption board of four people—the Dean of Students, University Physician, a member of the Department of Health and Physical Education, and the Self-help Committee Chairman. All requests for exemption other than physical were referred to this committee. The University Infirmary handled all excuses or exemptions having to do with physical causes.

The elective activity cards were checked by the instructors four times during the quarter and were turned in with the class roll cards by the instructor at the end of the quarter. In general the thing looked fairly good. The students averaged better

than 100 minutes each week and the distribution of time and activity were pretty good. We are going ahead with it for at least one more quarter.

Percentage of time spent in instruction and in activity was good and what checks we used in various activities showed considerable improvement. We need a better system of checking.

We graded Freshmen at the end of the quarter on an A, B, C, D, F, basis and upperclassmen on a P and F basis. At present we are giving credit for Freshman Physical Education but no credit for Sophomores, Juniors and Seniors. If we continue the program this problem will need to be solved.

We have, in our classes, made some point of referring to national preparedness and the selective service act but have placed no particular stress on it.

In general, the program has worked better than we had any right to expect. This has been mainly due to the cooperation we have received from our student body.

To try and tell you what we have accomplished is impossible. Frankly, we don't know. We hope before the year is out to accumulate considerable objective evidence. We already know a lot of things that we have done poorly and other things that need to be done we have missed entirely. We do think that we are on the right track, if we did not it would be much easier to organize and conduct the whole program on a purely regimented basis. As we see it, physical preparedness is a fine thing and absolutely necessary but we see no reason why it should not be a happy, pleasurable, useful experience that will have lasting value to the individual and still give him the most in terms of physical fitness.



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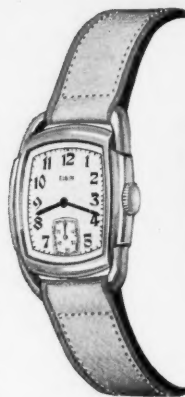
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